



FAIRLIE PRIMARY SCHOOL

ADMINISTRATION

POLICY AND PROCEDURES

ADMINISTRATION POLICY

Fairlie Primary School complies with all general administration requirements.

In order to meet these requirements:

The Board of Trustees will develop and implement:

- School Planning and Reporting (*Annual Plan*)
- Procedures to ensure the Board of Trustees is properly elected and constituted (*refer Education Amendment Act No 4 1991*)
- Procedures to ensure Board meetings are run properly (*Reference Model Standing Orders for Meetings of Public Bodies 1993*)
- An ongoing programme of BOT operational review (*Annual Plan*)
- An ongoing programme of policy/procedure review (*Annual Plan*)

The Principal and Staff (*Management*) will develop and implement:

- Student achievement Annual Planning (*Annual Plan*)
- Attendance registers
- General procedures for school administration
- Procedures for stand-down and expulsion (*MOE Guidelines*)
- Procedures for community partnership activity
- Maori Responsiveness Plan
- Length of school day – 5 hours
- Length of school year – 384 days

Through the development and implementation of sound administrative practice Fairlie Primary School ensures all legal administrative requirements are met.

Policy Review Date: _____

Next Review Date: _____

Signed: _____

COMMUNITY PARTNERSHIP AND CONSULTATION PROCEDURE

- Communication by fortnightly school newsletters, termly class newsletter, newspaper briefs and other media.
- The Board of Trustees to hold the Annual Meeting on a day during April fixed by the Board before the first day of April, or where the Board fails or refuses to fix a day during April for the meeting, on the first Tuesday in May.
- At the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the school's office or at any other appropriate local places.
- Consult the community regarding policy development.
- The monthly meeting of the Board of Trustees shall be open to the public and parents shall be encouraged to attend.
- A copy of the goals which have been prepared by the Board of Trustees prior to each financial year shall be tabled, copies being available at the school's office and other appropriate places.
- The Board of Trustees shall consult with the community concerning the School Annual Plan and any necessary review of the Plan.
- Parents will be encouraged to participate in all school activities.
 - School has an open door policy but parents are asked to respect the rights of children and teacher's individual classrooms. Parents may need to approach teachers to arrange suitable times for visits.
- An Annual Plan will be tabled at the December meeting of the Board of Trustees. Copies of this plan will be available for perusal via the school office.

TREATY OF WAITANGI PROCEDURE

- The Board of Trustees will involve the local Maori community to gain an insight into particular needs and values. This can be done by consultation, parent involvement, inviting Maori board membership and leadership.
- The Board of Trustees will provide opportunities for student to learn in and about Te Reo and Tikanga.
- School programmes will incorporate the values and knowledge of the Maori and in particular local Maori knowledge.
- The school will provide cultural experiences and recognise Maori needs through consultation, parental involvement, and use of Maori resources in the community.
- Staff development should include Te Reo Maori, Tikanga Maori and cultural sensitivity.
- Through assessment, information and analysis, the Board of Trustees will gain a realistic perspective of the achievement of Maori within the school and therefore, will be able to implement programmes as required to allow the Maori students to realise their potential and talents.
- The school will provide a welcoming atmosphere for all parents and children by reflecting all cultures.

SCHOOL PLANNING AND REPORTING MASTER

CHARTER CHECKLIST/ MASTER

Introductory Section

<input type="checkbox"/>	Who we are – history, location, size, community etc	Optional
<input type="checkbox"/>	School vision (<i>could be mission statement, values and or core beliefs</i>)	Required
<input type="checkbox"/>	Maori - recognition of cultural diversity - how it will provide opportunities in Tikanga Maori and Te Reo Maori	Required
<input type="checkbox"/>	Integrated Schools Special Character	Limited Requirement

Strategic Section

<input type="checkbox"/>	Student Achievement Goals 3 – 5 years	Required
<input type="checkbox"/>	Reference to: Where these are to be found:	
	- Curriculum Development & Implementation	Required
	- Financial Planning	Required
	- Health & Safety Planning	Required
	- 10-year Property Plan	Required

Annual Section

<input type="checkbox"/>	Targets for goals as set in Student Achievement	Required
<input type="checkbox"/>	Detail how student achievement targets will be met	Required
<input type="checkbox"/>	Board will also describe or refer to:	Required
	<ul style="list-style-type: none"> its capital improvement and maintenance projects for the forthcoming year including all significant expenditure items; its plans for personnel development, performance management, and meeting EEO obligations; its financial plans which show how resources will be allocated to achieve improved student outcomes; 	

- the school's annual budgeted financial statements;
- its health and safety strategies for staff and students;
- how the Board intends to implement and integrate programmes for which the school may have been granted special support or additional support.

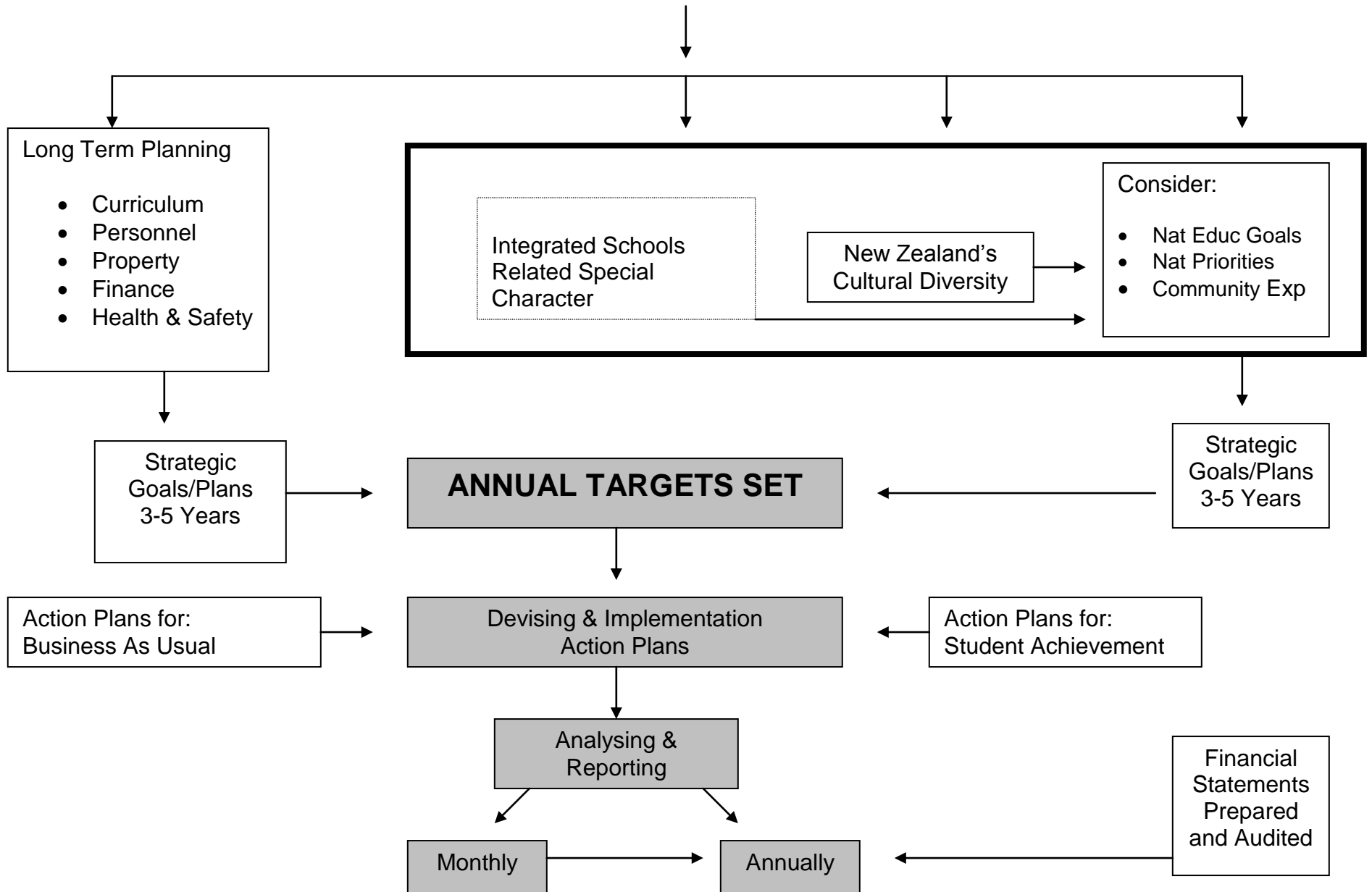
Procedural Section

<input type="checkbox"/>	Timelines and process for community consultation <ul style="list-style-type: none"> • Health & Safety • Maori Community • Student Achievement 	Required
<input type="checkbox"/>	Dates for planning year Date school will lodge updated Annual Plan Date school will lodge Annual Report with MOE	Required Required Required

SCHOOL INDEX

- **INTRODUCTORY:** School Description
School Vision
New Zealand's Cultural Diversity
- **STRATEGIC:** Student Achievement Goals
Reference to: - Curriculum
- Financial
- Health & Safety
- 10 Year Property
- **ANNUAL:** Targets for Strategic Goals
Action Plans
Planning for Business as Usual
- **PROCEDURAL:** Timelines for Consultation
Dates for Planning Year

VISION



GOAL – TO MEET PLANNING REQUIREMENTS

Plans for:	Where they are Found
Learning Needs <ul style="list-style-type: none"> Meeting learning needs of students with special needs 	Learning Support Folder GATE Register
Personnel <ul style="list-style-type: none"> Performance management Staff development Board development EEO 	Policy/Procedure Folder Annual Organisation BOT Folder
Property <ul style="list-style-type: none"> 10 Year Property 	BOT Folder
Finance <ul style="list-style-type: none"> Direction for next 3-5 years Procedures for controlling, monitoring Board/School expenditure Annual budget (<i>include statement on increase/decrease in the schools cash investments</i>) Fixed asset purchasing 	Strategic Annual Plan Folder Resources Finance Report/Annual Report Fixed Asset Register
Health & Safety <ul style="list-style-type: none"> Procedures/Policies reporting and monitoring arrangements with respect to staff and students Annual smoking policy review 	Policy and Procedures Folder
Consultation <ul style="list-style-type: none"> Parents, staff, school communities, proprietors (<i>integrated</i>) Maori community 	Maori Consultation Folder
Support from MOE <ul style="list-style-type: none"> Special programmes not already covered 	

NATIONAL PRIORITIES

The School will determine its priorities by focusing on national priorities.

National priorities are currently determined to be:

- Providing a safe physical and emotional environment for students:
 - promote healthy food and nutrition for all students.
 - where food and beverages are sold on school premises, make only healthy options available.
- Providing opportunity for success in all essential learning and essential skill areas of the New Zealand curriculum.
- Improving Numeracy and Literacy, especially in Years 1–4.
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students.
- Improve the achievement of Maori and Pasifika students.
- Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students.

Local priorities will be identified through:

- The School's programme of self review.
- Analysis of the School's assessment data.

In meeting the national and local priorities, the School undertakes to work within the National Administration Guidelines framework.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Fairlie Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognizing the unique position of the Maori culture, Fairlie Primary School will take all reasonable steps to provide instruction in Tikanga (*Maori culture*) and Te Reo Maori (*Maori language*) for students whose parents request it.

To achieve this, the School will - Maori Responsiveness Plan:

If a Whanau requests a high level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme, the staff and the family will discuss and explore the following options:-

- Further explain the existing programmes ☐
- Further extend the existing programmes, if and as appropriate ☐
- Combine with a neighbouring school for parts of the day/programme ☐
- Dual enrolment with correspondence school ☐
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom ☐
- Explore other schools who may offer programmes closer to their Expectations. ☐
- Other negotiated actions ☐

SCHOOL PROCEDURES - GENERAL

PLANNING – INTRODUCTION:

All Staff are expected to thoroughly plan to deliver the requirements of the New Zealand Curriculum as expressed in the National Curriculum Statements and defined in the Fairlie Primary School Curriculum Programmes and Delivery Schedule (*NAG #1 [ij]*).

Teachers are expected to use assessment data to identify the needs of groups and individuals and use this information to ensure that planning will meet the specific needs of the students in their care (*NAG 1 [ij]*)

CLASS PROGRAMME PLANNING REQUIREMENTS:

At Fairlie Primary School you are required to have the following for your class programme:

- **Year's Overview**
This year's overview will identify which strands, achievement objectives and topics/contexts are intended to be covered each term in each of the essential learning areas.
- **Term Plan/Overview**
 - A long-term plan/overview is to be developed prior to the start of each term/semester.
 - Plans must show the intended coverage of achievement objectives and strands for each curriculum area, and the context(s)/topics intended to facilitate delivery of the programme.
 - The plan must also show in which weeks these are to be covered. NB: This level of planning demonstrates intention to deliver a balanced curriculum for the year.
 - The school's long term planning sheets are to be used for this purpose.
 - Long-term plans are to be displayed on the classroom wall and a copy held by the Principal.
- **Unit Plan**
Teachers will develop detailed units of work to facilitate the delivery of the achievement objectives and SLO's. There are specific unit formats to be used for technology, health, physical education and social studies.
- **Unit Plans must include:**
 - Curriculum level(s) to be covered.
 - Strand(s) to be covered
 - A/O's and SLO's to be taught and assessed.
- The essential skills to be incorporated:-

- The learning activities/experiences intended to facilitate learning
 - How the progress/achievement is to be assessed (*ie: pre-test, post test, observation, discussion etc*)
 - Te Reo or Tikanga or The Maori to be incorporated
 - Resources to be used.
 - Notes for next time (*optional*)
 - As part of this planning, teachers will need to identify and record current groupings and specific individual needs within their classes
 - Planning may need to be modified as delivery progresses to accommodate needs of students. These decisions will be formed by teacher's ongoing assessment.
 - All planning must be available to the senior teacher and/or principal on request and is to be retained until the end of the school year (*or longer if required*).
 - Planning outlines the intention to deliver the curriculum. Planning is important but is meaningless without quality delivery to students.
- **Monitoring/Observations Sheets**
Attached to the unit plans, teachers are required to have the Fairlie Primary School monitoring/observation sheets with columns for children's names, SLO's and space for anecdotal comments.
 - **Class Achievement Overview**
Teachers are also required to complete a class achievement overview at the completion of a unit. This is then to be attached to the unit.
 - **Tracking Sheets**
These are to be filled in at the completion of a unit and are to show coverage of achievement objectives.
 - **Daily Planning**
 - As planning is modified to better meet needs, quick notes should be made on unit plans or in the daily planning book to record modification (NAG [iii] [iv]).
 - All teachers should have detailed in their planning the organisation of student groupings for curriculum: ie: maths groups, reading groups, writing.

An expectation of curriculum delivery is that all A/O's, or strands as directed by the school's curriculum programmes will be delivered during the year (NAG 1 [i]).

- **Class Description**
 - Teachers are expected to complete the class description sheets and provide the principal with a copy by the end of week 4 Term 1. These are to be updated at mid-year and at the beginning of each term if need be.
 - The focus is on determining the specific and general needs of class members.
 - Teachers will prepare a needs analysis summary of their class
 - Students with specific learning and/or behavioural needs will be identified and any support required will be documented.
 - Teachers will summarise the needs of the class, (*individuals and groups*) and outline the management strategies they intend to implement to meet these needs. (NAG 1 [iii]).

TIMETABLES:

Each teacher is to prepare, and update as necessary, a timetable that reflects when the curriculum programmes will be delivered in their classrooms. The timetable should reflect the overall needs of the class but must accommodate NAG 1 (i) by providing a balanced curriculum in all the essential learning areas, and giving priority to student achievement in literacy and numeracy, especially in Years 1-4. This still applies in the senior area of the school though there is an implication that other learning areas must be covered as required in the curriculum statements.

In addition all teachers need to take account of the following requirements when preparing their timetables.

- **The following curriculum areas are to be timetabled to be delivered daily:**
 - Oral language
 - Reading
 - Writing (*In addition to handwriting which should be taken at least 4 times a week*)
 - Mathematics
 - Fitness
- **The following curriculum areas are to be timetabled to be delivered weekly:**
 - Physical Education (*in addition to daily fitness*)
 - Art
 - Music
 - Balance of English
- **The following curriculum areas are to be timetabled so as to be taken at least once a term and ensuring that the requirements of the curriculum can be met:**
 - Science
 - Health
 - Social Studies Technology

Timetables are expected to be completed before the commencement of term. A copy is to be given to the principal and a copy is to be displayed on the classroom wall. Both copies will be signed and dated by the principal and class teacher.

MARKING OF STUDENTS WORK:

The marking of student work and the comments teachers make require judgments to be made about the accuracy and quality of the work. This feedback to students can be considered to be an important aspect of teacher practice that contributes to the overall assessment of student progress and achievement.

GENERAL CLASSROOM ADMINISTRATION:

- **Communication with Parents**

Teachers are expected to maintain an open and friendly communication with parents and caregivers. On occasions parents may request a meeting with teacher. Teachers are expected to make time available to meet with parents as soon as practicable. Where appropriate, other regular forms of communication may be required to ensure a student's needs are being met. The Senior teacher and the principal should be informed as a matter of professional courtesy.

- **Dealing with Parental Complaints**

- On any occasion where a parent approaches a teacher with a complaint, the details of the complaint should be recorded and dated regardless of the gravity of the complaint. Teachers are expected to respond promptly to any complaint made by a parent.
- Teachers should outline to parents the steps they intend to take to remedy concerns. Any complaints of a serious nature should be directed to the principal immediately.

- **Monies in the Classroom**

Teachers must never hold monies in the classroom. Once money has been collected by staff it must be deposited at the office at the soonest break. The school is unable to take responsibility for monies that are lost or stolen outside the office.

DUTY:

The purpose of duty at break times is to ensure that students are playing in an environment that is safe both physically and emotionally for all students at all times. A teacher on duty must ensure that they deal with the issues raised by students while on duty. Children must not be refused support and it is important that our children feel and know that their complaints and concerns will be taken seriously.

When a matter is resolved the complainant should be informed of the action taken and the outcome so that R becomes very clear that teachers will always listen and act as required.

In the first instance R is the duty teacher's responsibility to resolve issues and determine the consequences if this is the appropriate action. Only when the issue is serious or unable to be resolved should the issue be passed onto the senior teacher to be resolved.

All teaching staff will be rostered on regular playground duty. A duty roster will be prepared for each term.

ACCIDENTS AND SICK CHILDREN:

- **Injury to Students**

Parents are to be contacted about injury to their children if:

- The child has received a bump to the head
- The child's injury required a doctors opinion
- The child's injury is likely to leave a mark, welt or bruise

- There is a deep cut to the skin, or there is significant bleeding
- The child has been assaulted by another child resulting in the perpetrator receiving some disciplinary action, ie: it was serious.
- The child has been traumatized by the incident, if there is any doubt, contact the parent anyway.

We need to ensure that parents are well informed about what happens to their children while at school. At the same time make sure that we protect ourselves by giving the parent/caregiver the opportunity to come and see the child and determine for themselves if further action is necessary.

It must be noted in the accident report who will contact the parents and this should be initialled to indicate this has happened.

- **First Aid**

A reasonable stock of first aid items will be readily available. This will be readily available. This will include a current first aid manual and a list of pupil conditions. Ice packs are kept in the staff room refrigerator. Duty staff or ancillary staff will attend to first aid treatment. Pupils are not to treat themselves. Staff are encouraged to keep their knowledge of first aid procedures up to date and if possible to have current first aid certificates.

- **Log Book**

The logbook is required to be filled in to record ALL treatments. A full accident report form is to be completed for major incidents. A major incident is defined as one that prevents a student returning to class, where treatment is sought from a doctor or hospital.

Without exception where a child has received a bump to the head, the incident is to be recorded and the parents are to be informed.

- **Medication**

All medication for specific allergies or other needs will be stored in the secretary's office with a complete list of pupils conditions. Staff are required to make themselves aware of this list.

NB: No medication may be administered to a child without parental consent. This includes aspirin and paracetamol.

- **Field Kits**

The school maintains a small field first aid kit. This is required to be uplifted by any teacher taking a class on a visit away from school. If items are used during an outing these should be recorded and the secretary notified on return so that they can be replaced.

- **Bleeding**

Staff are required to use gloves when treating pupils, particularly those who are bleeding.

- **Sending Injured or Unwell Students Home**

If a child is unwell they will be looked after (*if possible in their own classroom*) until home can be contacted:

- A child may only be sent home once a caregiver has been contacted and permission given for the child to leave.
- In general it is expected that a caregiver will collect the child
- An injured child must be closely monitored until collected
- The secretary/principal is to be informed in every case
- The secretary will inform the class teacher if a child from their room is to be sent home.

- **Serious Illness or Accident**

In some cases the child should not be moved. Consultation with other staff is imperative if the situation allows this. Engage the assistance of one of the trained first aid staff members.

- Caregivers are to be contacted immediately
- Ambulance service to be called if necessary
- The child should not be left alone
- A full report is to be completed as soon as possible.

YEARLY BUDGET:

The school's annual budget takes into consideration the needs of the school and the school's curriculum and professional development planning. Staff will have responsibility for budget areas. These responsibilities include monitoring of expenditure and providing information for forward planning. Each classroom teacher will have their own classroom consumables budget.

ASSOCIATE TEACHING:

Invites successful and experienced teachers to assist in the training of teachers. An allowance is paid and there is an expectation that associate teachers will be available for briefing seminars and will complete reporting as required.

APPLICATION FOR ASSOCIATE TEACHER STATUS:

Staff wishing to be associates must meet with the approval of the principal. Applications should be discussed with the Principal.

CLEANING CLASSROOMS:

- **Teachers are required to ensure that:**

- Rooms are left tidy, with the floor area cleared
- Chairs are stacked at the end of the day
- Cloakrooms outside their classrooms are left tidy
- Windows are closed
- Doors are re-locked if returning at irregular hours
- Please encourage children to take pride in their room

SHADY SCHOOL:

- Children will wear hats when involved in outdoor activities (*playtime, lunchtime, sport trips, camps*).
- Staff will act as role models by employing appropriate sun protective behaviour for summer outdoor activities.
- Children will eat their lunch on the verandah under teacher supervision.
- SPF+15 Broad Spectrum sunscreen will be available for staff and children and its use encouraged, especially on high risk days.
- Board of Trustees are encouraged to consider shade areas around the school.

CLASSIFICATION OF FIVE YEAR OLD CHILDREN ENTERING SCHOOL: (Remember this could differ from school to school)

- Children who enter into school during January and February will be classified as Year 1 children.
- Children who enter into school during March and April will be classified as either Year 0/1 depending on social and academic ability. This will be in consultation with parents. This decision needs to be made prior to the child entering into Year 3.
- Children who start school from May onwards will automatically be classified as a year 0 child for the remainder of that year. The following year they will enter into Year 1.

ENROLMENT OF PUPILS:

- On enrolment, when a child reaches 5 years of age, the child's birth certificate must be sighted by school's staff.
- It is illegal to enrol a child before he/she reaches 5 years of age.
- The Education Act 1989 requires the enrolment of students at a registered school beginning on the child's sixth birthday.
- Before a child reaches the age of 5 years, pre-school visits will be arranged with the new entrant teacher.
- Any child is entitled to be enrolled with the exception of a child who has been indefinitely suspended from another school. In this case the Board of Trustees will meet and consider factors pertaining to the individual case, and either accept or decline the enrolment.
- If a parent wishes to enrol a child with physical disabilities, it may be necessary to obtain appropriate resources from the Ministry of Education to accommodate the child before he/she can be enrolled.
- An enrolment form must be completed and handed in to the school secretary.

SPECIAL EDUCATION GRANT MANAGEMENT:

- Classroom programmes will cater for a diverse range of students within the regular classroom programme.
- These priorities will be set at the beginning of each year in recognition of the assessment of all children's progress during the previous year.

- Allowance will be made for the inclusion of special needs children enrolled during the year, and any changes in needs becoming apparent as a result of ongoing assessment of all children.
- Special Needs committee will operate procedures to ensure equitable and efficient use of all available resources to provide appropriate programmes
- IEP's or ITP's will be prepared for children who meet Fairlie Primary School's Special Education grant criteria.
- Parent, whanau, teacher aide, and staff will be involved in the preparation and implementation of individual learning programmes.
- The classroom teacher will be responsible for planning/teaching the programme. The Learning Support Committee will prioritise whether or not a teacher aide needs to administer support of this.
- Special needs children will be made aware of and encouraged to reach their own individual goals within the classroom programme as much as possible.
- Such programmes will be continually monitored to assess:
 - Child's progress towards achieving stated objectives
 - The suitability of method and achievability of objectives
 - Financial commitment
- Monitoring and evaluation of programmes will be reported through a formal statement determining how much student's learning or behaviour has improved. This will be prepared by the person who is responsible for the special education programme.
- The Principal will report twice yearly to the Board of Trustees regarding the Special Education Grant usage and expenditure. This report will be included in the yearly financial audit.

EMERGENCY PROCEDURES:

- **EARTHQUAKE – Initial Action**
 - Each teacher takes responsibility for the pupils in their classroom
 - Pupils will carry out the “duck and cover” procedure and follow the instructions of the teacher.
 - Non-teaching staff will take responsibility for their own safety
 - Pupils and staff who are outside, will move away from trees and buildings, and go to the evacuation assembly areas as soon as possible.
 - Unless there is an obvious hazard in remaining, teachers will keep pupils in the classroom. This is the safest place in the event of after shocks.
 - If evacuation is essential, the same procedures as for fire evacuation will be used.
 - The principal will turn off the electricity.
- **As precautions**
 - Heavy furniture will be secured as part of the Boards' monthly hazard check
 - Each teacher will ensure the elimination of any incipient hazard eg: anything blocking egress in and immediately adjacent to their classroom
 - Non-teacher staff will check for incipient hazards in administration and service areas.
- **FIRE**
 - In case of fire, the principal, or someone in the administration area with telephone access will ring the Fire Brigade immediately after activating the fire bell. Evacuation procedures will then be followed:-
 - The signal for evacuation will be the continuous ringing of the bell

- The teacher who is responsible for carrying out all procedures associated with evacuation (*relieving teachers should know procedures*) will oversee this.
- When the signal is given, children should leave the rooms through the primary escape route and walk quickly to the designated assembly area shown on the evacuation plan.
- Doors on escape routes should not be locked or blocked in any way.
- Teacher should:
 - Open doors for evacuation
 - Check all pupils are out of the classroom
 - Turn off all power and fuel supplies
 - Check toilets
 - Close doors after children have evacuated
 - Bring attendance registers
- When classrooms have been evacuated and check completed, teacher should assemble with pupils in the designated area.
- The roll will be taken and the principal advised.
- On completion of the roll call, if any children are missing, the area where they were last seen should be checked. No rescues will be attempted unless there is no danger to the teacher, or any risk imposed on the rest of the children. General rescues will be left to the emergency services or those suitably equipped on hand.
- The first responsibility is the safety of the children, any efforts to save property must be at the discretion and direction of the principal.

- **Reopening the School**

- The Board of Trustees with principal and staff will meet as soon as possible after any emergency to discuss the reopening of school.
- If necessary, alternative accommodation will be sought where existing school buildings do not provide a healthy and safe environment for children until such time as this is resolved.

- **General Evacuation Plan and Procedures**

- Should an emergency occur, a designated staff member will raise the alarm (*continuous bell for fire – “drop” for earthquake*), and students will follow the appropriate drilled procedures.
- Any child with disabilities will be assisted by their designated helper
- The toilets, library, office and other non-classroom areas are to be checked
- Rolls are to be used to account for all students
- Trial evacuation drills will be held each term. Dates of drills will be noted in the principal's reports and attendance registers.
- Staff are encouraged to hold a current First Aid Certificate
- Staff are to receive training for evacuation/emergency procedures.
- The evacuation plan in the case of fire will be displayed in classroom and office area.
- The Ministry of Education will be advised of all steps taken following an emergency.

- **Post Emergency Procedures**

- In the case of civil emergency, the warden/welfare office and principal in conjunction with the designated board member will assess the circumstances and decide when the school will reopen for instruction.

- In other emergencies the principal and board members after consultation with appropriate health services will assess the circumstances and decide when the school will reopen for instruction, and Ministry of Education advised accordingly.

- **School Closure in the Event of an Emergency**

- It would be usual for the principal as general manager of the school to inform the board chairperson in the first instance, should a situation arise which would affect health, safety or welfare of pupils or staff.
- Possible situations causing this could be an act of nature (*flood, earthquake, fire, lack of water, sewerage malfunctions or industrial action on the part of any employee*). The Board Chairperson will inform all caregivers as quickly as possible of the school closure, by any or all of the following means:-
 - Parent grapevine
 - Radio notice
 - Newspaper notice
 - The reason for closure will be advised
- Should the emergency arise during school hours, at least one staff member or Board of Trustees member will remain until all children are collected by a parent or caregiver and will ensure the school is lock and secure.
- Regular updates on progress of opening will be given by the above means.
- The Ministry of Education will be advised verbally at the time of the closure by written confirmation.
- Whether or not schools will be required to make up lost time in the event of closure will be determined by the Secretary for Education being satisfied that the closure was necessary because of an emergency
- The Board Chairperson and principal will maintain very close communication during the closure.
- Any media release will be made jointly by the board and principal and will be decided upon collaboratively
- In the unlikely event of the Board Chairperson and principal being unable to reach a joint decision, a full emergency board meeting will be called and a decision will be by consensus.

EMERGENCY EVACUATION

1. Leave by the main door.
(Use other emergency exit door if main door blocked.)
2. Class teacher to take attendance register.
3. Go quietly to the assembly area on the tennis courts.
4. Room 2 & 5 teachers to check toilets and cloak area. Room 4 teacher to check library area.
5. Teacher to go to assembly area and call the roll.